



Hereford Cathedral Junior School

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Member of staff responsible: Mrs Sally Price, Head of PSHE

Background Information

Hereford Cathedral Junior School works within the whole school ethos of Hereford Cathedral School. The Pre-Prep and Nursery cater for children from pre-reception age to year 2 (3-7 years) and the junior department for children from year 3 to year 6 (7-11 years).

The children come from both single and dual parent families. There is a social and ethnic mix although not a particularly wide one. Hereford Cathedral School has a Christian foundation but welcomes pupils from all faiths.

Aims and Objectives of Hereford Cathedral Junior School's SRE Policy

According to DfEE guidance (0116/2000), SRE is:

Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

SRE at HCJS contributes to the requirement of the Education reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society; and
- prepares our pupils for the opportunities, responsibilities and experiences of adult life.

The aim of this policy is to clarify the content and manner in which SRE is delivered in Hereford Cathedral Junior School. This policy is available to staff and parents.

Moral and Values Framework

The SRE programme will reflect the school's ethos as illustrated in the school's documentation and policies. Indeed, the whole programmes of study in PSHE reinforce the core beliefs, aims and values of the school.

- Respect for self
- Respect for others
- Responsibility for one's own actions in all forms of behaviour
- Consideration for others (friends, family, school and the wider community).

SRE at Hereford Cathedral Junior School Pre-Prep (Years R-2)

SRE is not taught formally to this age group. However, it is discussed during circle time and PSHE lessons when issues arise, at an appropriate level for the group. For example, this might be a discussion based upon a new baby in the family.

In Science lessons, the sequence of human life is taught i.e. the development of babies into adults and the life cycles of animals, plants and insects.

Hereford Cathedral Junior School SRE Programme (Years 3-6)

The SRE programme is co-ordinated by the Head of PSHE, in conjunction with the Head of Science. The Head of PSHE is responsible for the overall planning, implementation and review of the programme in consultation with the Deputy Head.

Delivery is through:

- Planned aspects within the Science and the PSHE curriculum.
- Addressing moral and ethical issues that may arise from apparently unrelated topics in both subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the SRE programme and is not therefore subject to the parental right of withdrawal.
- Addressing the children occasionally in assembly.

Teaching approaches:

A variety of approaches is used to give pupils relevant information to enable moral issues to be explored through discussion. Sometimes, DVD material is used to generate discussion and to aid teaching; materials may be viewed by parents on request. Often such video presentations will be accompanied by worksheets and pupil activities to accompany and extend their work and understanding.

Pupil groupings:

Pupils are taught in their forms, which are mixed gender and ability, for PSHE lessons involving self-esteem, health education, respect for themselves and others and for citizenship. When addressing aspects of the SRE programme, there are occasions when single sex groupings are used when deemed appropriate. The biological detail taught within the Science curriculum is taught in mixed gender groups.

Resources:

There is a variety of teacher resources that complement these programmes and support the content of the videos and there are also a number of books available in the library.

Time available:

All pupils receive a 35 minute PSHE lesson once a week. No other regular activities or lessons are timetabled during this time. Full schemes of work are available for this subject. SRE, within

the PSHE scheme of work, takes place in Year 6 over a six week period where the following aspects are explored:

1. Introductory session explaining the purpose of the course, content, setting boundaries for discussion;
2. Video presentation outlining the changes that occur during puberty;
3. Single gender sessions on changes during puberty;
4. Personal hygiene;
5. Exercise and diet;
6. Friendship and other relationships.

In Science, 'Life Cycles' is covered within the Year 5 curriculum, including the human life cycle. This topic aims to teach the children that the life processes common to humans and other animals include nutrition, growth and reproduction and also to provide an introduction to the main stages of the human life cycle

Parental involvement:

The school hopes that parents feel confident about the delivery of the SRE programme. Under the Education Act 1993, parents can withdraw their child from the part of SRE that is outside the compulsory elements of SRE contained within the Science national curriculum. Parents wishing to withdraw their child should first discuss their concerns with the Head. Any formal requests to withdraw should be put in writing to the Head.

A letter will be sent to inform parents before their child embarks upon the SRE components of the PSHE scheme of work in Year 6. This will help to prepare parents for their child's questions and to deal with any anxieties that might arise at home. Parents may request to view the material to be used with Year 6 with the Head of PSHE, who will also be happy to explore any worries with them. Children withdrawn from PSHE will be supervised by another member of staff.

Confidentiality:

If appropriate the teacher or member of staff concerned will maintain a child's confidentiality. If this person believes that a child is at risk or in danger, she/he has a legal obligation to share any concerns with the Designated Safeguarding Lead.

Answering difficult questions:

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and if a teacher is uncomfortable with the nature of a question they should decline to answer it. A child should never be made to feel uncomfortable for having asked a question.

Last review date: 21.10.14

Reviewed by: SP & CMW